

Module 4: I am ready!		Level: Sensory/Exploration	
Unit 4C: Knowing different people to help me achieve at work		Preparation for Adulthood: Employment	
Lesson 4C3: How do I build my network?			
Objectives		Learning Outcomes	
<p>To respond to familiar people who are part of their support network.</p> <p>To participate in sensory activities to request help (with support) from others when needed outside of their usual environment.</p>		<p>Students will:</p> <p>Demonstrate a basic awareness of key individuals in their support network.</p> <p>Engage in activities to enhance their ability to respond to sensory stimuli that represent different people or support roles in their environment.</p>	
Activities		Resources	Assessment/Evidence
<p>Introduction: Gather students together either in a circle or a comfortable seating arrangement. Introduce a piece of music or visual reference for the 'Career Specialist lesson.</p> <p>Help-Seeking Sensory Tray: Fill the sensory tray with various materials and hide different items to represent community helpers. Invite students to explore the tray and encourage them to feel and search for the hidden items. Once items are found, aid students in matching the items with the pictures of community helpers. Encourage students to use sound, gestures or communication aids to practise asking for help.</p> <p>Community Helper Sound and Scent: Have a designated sensory station with sound boxes and scented items relating to different community helpers. Ensure there are large symbols/images to aid understanding of the items. Let students interact with the station and use the symbols/images to help them identify the helper associated with the sounds/scents. Discuss what each helper does and how they can help them.</p> <p>Plenary/Visual Supports: Gather students in a quiet, comfortable area to review the brief points covered in the lesson. Use visual aids and sensory items to remind students of what they learned. Encourage students to share one thing they remember from the activities. Ask simple questions such as, 'Who can help us in the community?'. Acknowledge each student's participation in the lesson and thank them for their efforts.</p>		<p>Provided:</p> <ul style="list-style-type: none"> • Work Experience Guide • Work Related Independent Living cards • When I Am at Work cards • Transition cards <p>Materials Needed:</p> <ul style="list-style-type: none"> • Large sensory tray • Hidden items representing helpers • Pictures of community helpers with simple, descriptive text • Sensory area with sound and scent components 	<p>Suggested mediums:</p> <p>Evidence sheets: Photographs of individual/group activities with annotation.</p> <p>Direct questions: Throughout the session use prompts/pauses and Makaton/BSL signs.</p> <p>Prompting Recall: Of knowledge through minimal verbal instruction and signs.</p> <p>Student planner: Lesson marked as introduced and dated.</p>
<p>Teacher Guidance Notes: This lesson aims to be highly sensory and tailored to the needs of students with complex needs. Provide a calm, structured environment with minimal distractions, using clear, consistent sensory cues to signal transitions between activities. The emphasis should be on repetition and familiarity, allowing students to engage with the materials and activities at their own pace. It is important to be attuned to each student's unique communication methods and to provide positive reinforcement for any form of engagement or response. Throughout the lesson, teachers should maintain a soothing and supportive tone, ensuring that the students feel safe and comfortable in their learning environment.</p>			